

Indicators' of Academic Staff Job Satisfaction as Correlate of Repositioning Educational Management for Sustainability in the Post Covid-19 Era in Cross River State, Nigeria

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Abstract

This study aims at examining indicators' of academic staff job satisfaction as correlate of repositioning educational management for sustainability in the post covid-19 era in Cross River State, Nigeria. To achieve the aim of this study, two research questions were raised and two hypotheses were formulated to guide the study. Correlational research design was adopted for the study. The study population comprised four thousand four hundred (4400) academic staff. A total sample of two hundred (200) academic staff from two Universities was randomly selected for the study. Selection was done through simple random sampling technique. The instrument used for the data collection was questionnaire titled: Indicators' of Academic Staff Job Satisfaction and Educational Management Sustainability Questionnaire (IASJSEASQ) was developed by the researchers' and was validated by experts in administration in higher education, department of Educational management, university of Calabar and measurement and evaluation in the department of Educational foundations in Faculty of Education, University of Calabar, Calabar. Data collected were subjected to statistical analysis using Pearson product moment correlation Coefficient (r) of statistical package for social science (SPSS) version 25. The result of the finding revealed that sustainability of educational management significantly relate with the indicators' of academic staff job satisfaction in university in Cross River State, Nigeria. It was recommended that management of the universities should make adequate provision for research allowance for lecturer in order to make them satisfied with their job in the university.

Keywords: *Indicators' of Academic Staff Job Satisfaction, Educational Management Sustainability in the Universities, Nigeria*

Introduction

The outbreak of the global pandemic has causes a lot of damage to educational sector in

the country and the need to repositioning educational management for sustainability in the post covid-19 era become paramount. Therefore, there is need for academic staffs who are propellers of knowledge be satisfied with their job in order to enhance effective repositioning of university education. Job satisfaction has to do with the way people feel about their job and it's about various aspects. It has to do with the extent to which people like or dislike their job. That why jobsatisfaction and job dissatisfaction can appear in any given work situation.

According to Okolocha, Akam, and Uchehara,(2021) Job satisfaction represents a combination of positive or negative feelings that workers have towards their work. Job satisfaction represents the extent to which expectations are match the real rewards. Job satisfaction is closely linked to that individual's behavior in the work place (Davis, 2009).Statt (2009) Job satisfaction can also be defined as the extent to which a worker is content with what he or she gets out of his or her job, particularly in terms of intrinsic motivation. Mullins (2007) Job satisfaction is a complex and multifaceted concept, which can mean different things todifferent people. Job satisfaction is usually linked with motivation, but the nature of this relationship is not clear. Job satisfaction is more of an attitude, an internal state. It could, for example, be associated with a personal feeling of achievement, either quantitative or qualitative.

Armstrong (2005) the term job satisfactions refers to the attitude and feelings people have about their work. Positive and favorable attitudes towards the job indicate job satisfaction. Negative and unfavorable attitudes towards the job indicate job dissatisfaction. Kaliski(2007).Job satisfaction implies doing a job one enjoys, doing it well, and being rewarded for one's efforts. Job satisfaction further implies enthusiasm and happiness with one's work. Job satisfaction is the key ingredient that leads to recognition, income, promotion, and the achievement of other goals that lead to a feeling of fulfilment.

George (2018) Job satisfaction is the collection of feelings and beliefs that people have about their current job. People's levels of degrees of job satisfaction can range from extreme satisfaction to extreme dissatisfaction. In addition to having attitudes about their jobs as a whole, people can also have attitudes about various aspects of their jobs, such as the kind of work they do, their co-workers, supervisors or subordinates, and their pay.Aziri (2011) Job satisfaction represents a feeling that appears as a result of the perception that the job enables the material and psychological needs. Robbins (2010) Job satisfaction refers to an individual's general attitude towards his or her job. Aziri (2011) Job satisfaction can be considered as one of the main factors when it comes to efficiency and effectiveness of business organizations. In fact, the new managerial paradigm, which insists that employees should be treated and considered primarily as human beings that have their own wants, needs, and personal desires, is a very good indicator for the importance of job satisfaction in contemporary organization. When analyzing job satisfaction, the logic that a satisfied employee is a happy employee and a happy employee is a successful employee is used (Ngaji & Wonah,2019).

Elnaga and Imran (2014) admonition that when employees are empowered through responsibility and control over decision making with respect to their work, their confidence and self-reliance will increase which stimulates job satisfaction and level of productivity. Responsibility involves the satisfaction an employee derives from having control over his work and that of others. Therefore, empowering academic staff with meaningful responsibility, work control and decision making is expected to be a strong enabler of employee satisfaction with their job and invariably might enhance their performance. Career advancement is another important aspect of job satisfaction that can be linked to academic staff performance. This is

because opportunity for career advancement is characterized by employee possession of greater responsibility, authority, pay, autonomy in employee decisions. Career advancement refers to designated actual change in job status and upward progression in one's career According to

Malik, Danish and Munir (2012) the movement of an employee in the hierarchy of the organization typically leads to enhancement of responsibility, rank and improved compensation package, hence combined to motivate employees and as well stimulate employee job satisfaction. However, career advancement is expected to psychologically empower academic staff in a way that is expected to instill academic job satisfaction, drive commitment and enhance overall performance of academic staff in their core substantive tasks. Job satisfaction is a significant driver of employee performance and invariably institutional success. This is because job satisfaction reflects employee well-being and their perception towards their job. An employee in the context of this study implies academic staff in public universities who are principal actor in the delivering of the institutional goals of teaching, research and community service (Ngaji & Wonah,2019) .

Wonah (2019) opined that academic career systems are important means to achieve national policy goals for education, research, and innovation based on a diverse range of achievement criteria and pay scales. Academic career systems are also vital to attract talented students and PhDs for research and teaching positions through entailing a predictable future as permanent staff members. Academic career systems are commonly designed to select the most promising young academics from a pool of national and international applicants for permanent employment. In addition, academic career systems should contribute to retaining excellent staff members and motivating them to enhance their performance in teaching, supervision, research in the academic disciplines and professions, and other duties through promising opportunities for career advancement and progressive pay (Frolick et al,2018).

Indeed, as society and knowledge production become more complex and specialized, demands on higher education institutions diversify and increase, and so too do the forms of academic staff and the tasks that they are required to perform (Locke 2011). Academic staffs are equally likely to be engaged in transmitting knowledge through teaching as in producing new knowledge through research. Through being taught by people active in research in their subjects, students are taught in an environment where they are learning from the current practical research experience of their tutors. Research may equally well be stimulated through the process of discussing aspects with students and considering their questions and ideas.

Career advancement is another important aspect of job satisfaction that can be linked to academic staff performance. This is because opportunity for career advancement is characterized by employee possession of greater responsibility, authority, pay, autonomy in employee decisions. Karim and Latif (2019) examined the impact of career advancement on employees' performance. The purpose of the study was to find out the impact of training and development on employee performance. The study found out that employees are aware about training; employees are motivated through training; and training and development results into higher performance. The study suggested that training and development of all staff should be dynamically followed and made obligatory and the employer should give compulsory training programs for all employees in order to improve performance. The study decided that there is need for continuous training and development taking into deliberation the opposition, market dynamics, customer satisfaction, and net promoter score among others. Career advancement refers to designated actual change in job status and upward progression in one's career. According to Malik, Danish

and Munir (2012) the movement of an employee in the hierarchy of the organization typically leads to enhancement of responsibility, rank and improved compensation package, hence combined to motivate employees and as well stimulate employee job satisfaction. Anıl, Ertuna and Uysal (2015) suggested that research allowance should be supported by academic incentives to address their financial problems. However, even in these researches (Ertekin, 2014), which suggest that financial incentives will effect academicians' productivity and job satisfaction positively. Svein and Dag (2015) stated that the research incentives had an impact on the increase of publications, and added that increasing the number of publications became a target in itself. For this reason, publications are mostly in low impact journals. Brewer and Hilton (2009) found in their research on business schools that achievement awards helped to maintain research productivity, and that they were often used as a motivational tool in schools for this reason. However, studies of a large number of authors argue that publication quality is influenced negatively or is not influenced by incentives. However, career advancement and research allowance are expected to psychologically empower academic staff in a way that is expected to instill academic job satisfaction, drive commitment and enhance overall performance of academic staff in their core substantive tasks. It was on these considerations that the researcher intends to examine indicators' of academic staff job satisfaction as correlate of repositioning educational management for sustainability in the post covid-19 era in Cross River State, Nigeria.

Statement of problem

Job satisfaction is a worker's sense of achievement and success on the job. It is generally perceived to be directly linked to productivity, personal well-being as well as to identifying the success and failure of an institution which can be measured by job satisfaction level among its employees because of the great effect caused by this satisfaction upon the performance of employees, which may reflect positively or negatively on the quality of the institution's services. Therefore, Job satisfaction is very essential to the continuing growth of university education around the world mostly at this era of post covid-19 pandemic because it contribute significantly to the repositioning of university education.

Regrettably, from the researchers' experiences, it has been observed that most of the lecturers are dissatisfied with their job. This may likely be as a result of delay in career advancement and lack of research allowance which manifested in dissatisfied with their work and contributed to inefficiency and has impact on the didactic process in the university. Although, several efforts such as call for prompt academic staff promotion and recommendation on research allowance. Despite all these laudable efforts made so far, the problem keep persisting. It is against this backdrop that the researchers intend to examine indicators' of academic staff job satisfaction as correlate of repositioning educational management for sustainability in the post covid-19 era in Cross River State, Nigeria.

Purpose of the study

The purpose of this study was to examine indicators' of academic staff job satisfaction as correlate of repositioning educational management for sustainability in the post covid-19 era in Cross River State, Nigeria. Specifically, the study intends to find out whether:

- i. Career advancement significantly relate with academic staff job satisfaction toward repositioning educational management for sustainability in the post covid-19 era in Cross

- River State.
- ii. Research allowance significantly relate with academic staff job satisfaction toward repositioning educational management for sustainability in the post covid-19 era in Cross River State.

Research questions

The following research questions were raised to guide the study:

- i. In what ways does career advancement relate with academic staff job satisfaction toward repositioning educational management for sustainability in the post covid-19 era in Cross River State?
- ii. In what ways does research allowance relate with academic staff job satisfaction toward repositioning educational management for sustainability in the post covid-19 era in Cross River State?

Research hypotheses

The following hypotheses were formulated to guide the study:

- i. Career advancement does not significantly relate with academic staff job satisfaction toward repositioning educational management for sustainability in the post covid-19 era in Cross River State.
- ii. Research allowance does not significantly relate with academic staff job satisfaction toward repositioning educational management for sustainability in the post covid-19 era in Cross River State.

Methodology

The study adopted the correlational research design. The study population comprised four thousand four hundred (4400) academic staff. A total sample of two hundred (200) academic staff from two Universities was randomly selected for the study. Selection was done through simple random sampling technique. The instrument used for the data collection was questionnaire titled: Indicators' of Academic Staff Job Satisfaction and Educational Management Sustainability Questionnaire (IASJSEASQ) was developed by the researchers' and was validated by experts in administration in higher education, department of Educational management, university of Calabar and measurement and evaluation in the department of Educational foundations in Faculty of Education, University of Calabar, Calabar. The instrument was divided into two Sections. A and B. section A sought for respondents demographic data such as name of school, sex, rank, and qualification. Section B consisted of ten (10) items constructed in a four (4) point modified Likert scale ranging from strongly Agree (SA) 4 points, Agree (A) 3 points, Disagree (D) 2 points and Strongly Disagree (SD) 1 point. Data collected were subjected to statistical analysis using Pearson Product Moment Correlation Coefficient (r) of Statistical Package for Social Science (SPSS) version 25 was used for data analysis and the results are presented as follows.

Results

Hypothesis 1

Career advancement does not significantly relate with academic staff job satisfaction toward repositioning educational management for sustainability in the post covid-19 era in Cross River State. The calculated result is presented in table 1.

Table 1: Summary of Correlation analysis of the relationship between career advancement and

academic staff job satisfaction toward repositioning educational management for sustainability in the post covid-19 era in Cross River State(n=200).

Variables	Mean	Std.Dev.	r cal.	P-value
Career advancement	15.83	2.742	.821**	.001
Academic staff job satisfaction	15.48	2.874		

- Significant at .05 level; df = 198 critical –r.138

The result in table 1 revealed that the calculated r-value of .821 ** was significantly greater than the critical value of .138 when tested at .05 level of significance with 198 degree of freedom. Therefore, the null hypothesis was rejected while the alternative hypothesis was accepted. This implies that there is a significant relationship between career advancement and academic staff job satisfaction toward repositioning educational management for sustainability in the post covid-19 era in Cross River State.

Hypothesis 2

Research allowance does not significantly relate with academic staff job satisfaction toward repositioning educational management for sustainability in the post covid-19 era in Cross River State. The calculated result is presented in table 2.

Table 2: Summary of Correlation analysis of the relationship between research allowance and academic staff job satisfaction toward repositioning educational management for sustainability in the post covid-19 era in Cross River State(n=200).

Variables	Mean	Std.Dev.	r cal.	P-value
Research allowance	15.71	2.768	.866**	.001
Academic staff job satisfaction	15.48	2.874		

- Significant at .05 level; df = 198 critical –r.138

The result in table 2 revealed that the calculated r-value of .866 ** was significantly greater than the critical value of .138 when tested at .05 level of significance with 198 degree of freedom. Therefore, the null hypothesis was rejected while the alternative hypothesis was accepted. This implies that there is a significant relationship between research allowance and academic staff job satisfaction toward repositioning educational management for sustainability in the post covid-19 era in Cross River State.

Discussion of the findings

The result of the hypothesis one stated that there is a significant relationship between career advancement and academic staff job satisfaction toward repositioning educational management for sustainability in the post covid-19 era in Cross River State. The result finding is in agreement with the finding of Karim and Latif (2019) who study examined the impact of career progression on employees' performance. The study found out that employees career advancement significantly relate with their job satisfaction. The study suggested that training and development of all staff should be dynamically followed and made obligatory and the employer should give compulsory training programs for all employees in order to improve performance.

The result of hypothesis two stated that there is a significant relationship between research

allowance and academic staff job satisfaction toward repositioning educational management for sustainability in the post covid-19 era in Cross River State. The findings of this study is in consonant with the findings of Svein and Dag (2015) who study stated that the research incentives had an impact on the increase of Norwegian publications, and added that increasing the number of publications became a target in itself. For this reason, publications are mostly in low impact journals. Also, the study tally with the position of Brewer and Hilton (2009) who found in their research on business schools that achievement awards helped to maintain research productivity, and that they were often used as a motivational tool in schools for this reason.

Conclusion

This study has discussed the various indicators' of academic staff job satisfaction as correlate of repositioning educational management for sustainability in the post covid-19 era in Cross River State, Nigeria. Based on the findings of the data collected and analyzed, the study concluded that there is a significant relationship between career advancement and academic staff job satisfaction toward repositioning educational management for sustainability in the post covid-19 era in Cross River State. Also, the finding revealed that there is a significant relationship between research allowance and academic staff job satisfaction toward repositioning educational management for sustainability in the post covid-19 era in Cross River State, Nigeria.

Recommendations

Based on the findings and conclusion of the study, it was recommended that:

- i. University management should make adequate provision for timely career advancement of the academic staff to enhance their job satisfaction in the university.
- ii. The management of the universities should make adequate provision for research allowance for lecturers' in order to make them satisfied with their job in the university.

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